

***U.S. Department of Education***  
***2009 No Child Left Behind - Blue Ribbon Schools Program***

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Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other  
☐ Charter ☒ Title I ☐ Magnet ☐ Choice

Name of Principal: Mr. Wesley R. Sever

Official School Name: John S. Wash Elementary

School Mailing Address:  
6350 East Lane Avenue  
Fresno, CA 93727-5734

County: Fresno State School Code Number\*: 10 62414 6007157

Telephone: (559) 251-7543 Fax: (559) 251-2643

Web site/URL: http://www.sangerusd.com/ E-mail: wesley\_sever@sanger.k12.ca.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Mr. Marcus P. Johnson

District Name: Sanger Unified Tel: (559) 875-6521

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mr. Kenneth R. Marcantonio

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- |           |                     |
|-----------|---------------------|
| 11        | Elementary schools  |
| 1         | Middle schools      |
| 0         | Junior high schools |
| 1         | High schools        |
| 6         | Other               |
| <b>19</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 4913

Average State Per Pupil Expenditure: 8117

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city  
☐ Suburban school with characteristics typical of an urban area  
☒ Suburban  
☐ Small city or town in a rural area  
☐ Rural

4. 5 Number of years the principal has been in her/his position at this school.

0 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	7	0	0	0
K	35	25	60	8	0	0	0
1	26	26	52	9	0	0	0
2	26	26	52	10	0	0	0
3	21	39	60	11	0	0	0
4	27	27	54	12	0	0	0
5	24	22	46	Other	0	0	0
6	35	19	54				
			<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>				378

6. Racial/ethnic composition of the school:

0 % American Indian or Alaska Native
37 % Asian
2 % Black or African American
41 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
17 % White
3 % Two or more races
<b>100 % Total</b>

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 20 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	30
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	37
(3)	Total of all transferred students [sum of rows (1) and (2)].	67
(4)	Total number of students in the school as of October 1.	340
(5)	Total transferred students in row (3) divided by total students in row (4).	0.197
(6)	Amount in row (5) multiplied by 100.	19.706

8. Limited English proficient students in the school: 31 %

Total number limited English proficient 117

Number of languages represented: 8

Specify languages:

Arabic, Armenian, Punjabi, Hmong, Khmer (Cambodian), Spanish, Lao, Filipino Tagalog)

9. Students eligible for free/reduced-priced meals: 58 %

Total number students who qualify: 221

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 4 %

Total Number of Students Served: 15

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>1</u> Orthopedic Impairment
<u>1</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>8</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>18</u>	<u>0</u>
Special resource teachers/specialists	<u>0</u>	<u>3</u>
Paraprofessionals	<u>0</u>	<u>3</u>
Support staff	<u>2</u>	<u>3</u>
Total number	<u>21</u>	<u>9</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 21 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	97%	95%	96%	96%
Daily teacher attendance	97%	94%	96%	96%	96%
Teacher turnover rate	0%	6%	8%	8%	0%

Please provide all explanations below.

Daily teacher attendance rate for 2006-2007 was 94%, during this year one teacher had significant health issues and missed 22% of the year.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
<b>Total</b>	<b>100</b>	<b>%</b>

## PART III - SUMMARY

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**Mission:** John Wash Elementary is dedicated to helping students become secure, contributing members of society, providing students with the finest education in all areas of the curriculum, by using strategies to meet the individual needs of all students while developing their talents and potential.

John Wash Elementary (JWE) holds strong to traditions of community and family. For more than 45 years, all students, staff, and many parents have gathered each morning on the blacktop for the flag salute, announcements, student recognitions, and singing of the school fight song. To start the day ready to learn the principal shouts the rally cry “Who’s a tiger?” And the students reply in unison, “I’m a tiger!”

JWE is located in a semi-rural area, situated five miles southeast of Fresno on the western boundary of Sanger Unified School District. The eastern and southern areas of JWE are rich in agriculture, while the northern and western areas are growing suburban areas. The school has served children in grades kindergarten through sixth since 1962. Student demographics comprise 37% Asian, 41% Hispanic, 17% White, 2% African American, and 3% other. JWE has had a 50% increase in student enrollment over the last five years. This growth required seven new classrooms, a new library, and eight new teachers.

JWE academic excellence continues to be a top priority. This is evident by a 103 point API growth over the last six years from 775 (2003) to 878 (2008). In 2007-2008 JWE was named a California Distinguished School by the California Department of Education. In 2006 and 2008, JWE received the Bonner Center Character Education award from California State University, Fresno for exemplary commitment to the character and virtues education of students.

JWE has established a system of mutual accountability of standards based learning and common instructional practices. The system has three components: 1) Professional Learning Communities, 2) Pyramid of Interventions, and 3) Explicit Direct Instruction, which work together to ensure student success. Professional Learning Communities provide teachers the opportunity to collaborate, create common assessments, establish instructional goals, analyze results, and seek ways to meet the needs of each student. The Pyramid of Intervention provides students with literacy deficiencies a means to accelerate their learning and access to grade level standards. Systematic English Language Development is also incorporated as part of the Pyramid to ensure English Learners have the tools to access the standards. Explicit Direct Instruction provides lesson design and delivery strategies to increase effectiveness and efficiency.

JWE comprehensive programs are designed to educate and develop the “whole child.” Staff, students, and community members exhibit the five core values of the character education program, “Community of Caring”, which are family, trust, respect, caring, and responsibility. Learning Enrichment Activity Program (LEAP) is an after-school program that is an extension of the school day providing students with homework assistance, enrichment, art, and PE. Students in 4th, 5th, and 6th grade participate in the district music program with a credentialed music teacher. The PTA’s 27 active leadership positions volunteered over 3,686 hours in 2007-2008. This amount of participation demonstrates the commitment of all JWE stakeholders to providing students with a well-rounded education.

The community of JWE believes the small school setting benefits students by providing a tradition of success and a family atmosphere. Staff, students, and parents are met with motivational banners throughout the campus. One banner exemplifies the JWE mission, “Every child, everyday, whatever it takes!” JWE will continue to maintain the traditions of high expectations and positive attitudes through academic goals and monthly character values to ensure students at all levels are challenged with high expectations to reach their fullest potential.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

California measures student proficiency of state content standards through the Standardized Testing and Reporting (STAR) program. The program consists of the California Standards Test (CST), California Modified Assessment (CMA), and California Alternative Performance Assessment (CAPA). The CST is the primary assessment for general education students and the CMA and CAPA are reserved as a means for alternative measurement. These criterion-reference exams classify students, grades two through eleven, into five performance levels: Advanced, Proficient, Basic, Below Basic, and Far Below Basic. More information regarding the STAR program can be found at <http://www.cde.ca.gov/ta/tg/sr/>.

In addition to the federal Adequate Yearly Progress (AYP) under the No Child Left Behind (NCLB) Act, each school is assigned an Academic Performance Index (API) rating from 200 to 1000. JWE exceeded the state's expectation of 800 in 2005 with 852 and is currently at 878. Additionally, each of the statistically significant subgroups has surpassed 800. The four significant subgroups are English Learners (835), Socio-Economically Disadvantaged (844), Hispanic (862), and Asian (875). As a component of the AYP, the API is calculated using math CST, ELA CST, and science CST results. In California, schools are ranked among all state schools and by similar schools on a scale of 1-10, lowest to highest. In the last five years JWE made significant gains in student achievement as evidenced by the increase in state ranking from 7 (overall) - 4 (similar schools) to 9 (overall) - 9 (similar schools).

To meet AYP under NCLB, a specific number of students in each significant subgroup must be proficient each year. The proficiency percentage increases by approximately 11% each year until 2014, when 100% of students must be proficient or advanced. Each year JWE has met AYP goals for all students and all subgroups. Currently, the school has met the ELA and mathematics proficiency goals for 2008, but has also reached the 2011 goal. The most recent results show an increase in ELA from 40% in 2004 to 66% in 2008 and in math from 60% in 2004 to 80% in 2008.

School-wide overall assessment results show significant and continuous growth in both ELA and Math. Upon further examination of the data, JWE significant subgroups show an achievement gap that is closing based on the percentage of proficient or advanced students, as evidenced by:

English Learners ELA – A 25% achievement gap in 2007; one year later, the gap has been reduced to 10%.

Socioeconomically Disadvantaged ELA – An 18% achievement gap in 2005; currently, the gap has been reduced to 10%.

Hispanic ELA – A 30% achievement gap in 2003; currently the gap has been reduced to 3.7%

Asian ELA – A 6.1% gap in 2007; the gap is now 1.4%

The face of JWE has changed drastically in the last five years. In addition to an increase in the total school population, there has been a considerable increase in English Learners, Asian students, and Socio-Economically Disadvantaged students. This change is reflected in the fluctuation of assessment scores between grade levels. As teachers received new types of students to their programs, they adjusted and learned how to meet the individual students' needs. The school-wide response to the diversity challenge included universal access, interventions, systematic English Language Development (ELD), and enrichment opportunities to meet the needs of all students. JWE has developed a systematic structure, which is better equipped to identify the needs and provide appropriate intervention for new students. This systemic approach to meeting student needs has resulted in more consistent student growth toward academic proficiency.



## **2. Using Assessment Results:**

John Wash Elementary is a school system driven by data and rigorous academic standards. Professional Learning Communities (PLCs) establish mutual accountability for quality instruction and student learning. Teachers work collaboratively in grade levels to review student achievement data. Essential standards are assessed using summative district-wide grade level assessments (DPA's - administered three times per year), and formative grade level assessments (administered weekly). Data from these assessments and SMART (Strategic, Measurable, Attainable, Realistic, and Time-bound) goals are recorded and analyzed during PLCs to identify non-proficient students. Grade level Student Growth and Curriculum Conferences (SGCC) are held three times per year with the principal and support staff. SGCC review the student data for individual and school-wide subgroups. These scores are broken down into specific standards or learning skills and then used to guide instruction.

The success of JWE is attributed to teachers using assessment results to guide instruction. Each day students who need additional instruction on specific standards are identified by their classroom teacher. Teachers then reteach the standard in a small group or in a flexible group setting between teachers. Students are then reassessed on that standard to determine proficiency. The process of small group instruction for reteaching or front loading lessons in English Language Arts or math occurs daily. Intervention is a part of the daily structure in every classroom and students are reassessed throughout the instructional process.

A three-tiered systematic Pyramid of Intervention occurs daily for students identified below grade level in literacy. All students receive daily interventions (Tier 1) in the classroom. Student formative assessment data is discussed weekly during PLCs. Tier 2 students identified as below grade level receive additional daily research-based interventions. Students not responding to Tier 2 and are more than two years below grade level receive Tier 3 intensive support. Students in Tier 2 and 3 are monitored biweekly to assess progress and determine when students can move up or down the pyramid based on student need.

## **3. Communicating Assessment Results:**

Performance expectations and results are communicated throughout the year to staff, students, parents, families, and community. The Principal's Summit is a principal presentation, which is presented to district administration, support personnel, and educators in surrounding districts. The summit encompasses analysis of state and district assessment data, effectiveness in collaboration, instruction and intervention, and a plan for the school year. The summit is also presented to the community, School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Teacher Association (PTA).

Yearly school-wide goals are established by the principal, with input from staff, parents and students. Through the principal's leadership, state frameworks, standards, and assessment data are carefully analyzed and reviewed. School-wide goals are shared with the entire school community through the SSC, ELAC, and PTA. The 2008-2009 school-wide goals are 1) increase the API from 878 to 888, 2) use Professional Learning Communities to improve instructional effectiveness, 3) increase EL scores by one proficiency level on the California English Language Development Test (CELDT), 4) provide immediate intervention to all students reading below grade level, and 5) move all basic students on the ELA California Standards Test (CST) to proficient.

JWE regularly informs parents and families about student progress toward meeting grade level standards. Six-week progress reports and a districtwide standards-based report card allow parents to monitor student progress towards individual and school goals. To support parent's knowledge of student progress, report cards are discussed and explained during a fall parent conference.

JWE also uses a Home School Compact in which all stakeholders are accountable for students' achievement of standards. The Home School Compact includes responsibilities and expectations for students, parents, and

teachers. Additionally, JWE regularly communicates with parents, families, and the community through a weekly newsletter, and school and teacher maintained websites. Translation services are provided at parent conferences, school-wide meetings, and as needed to communicate with parents.

#### **4. Sharing Success:**

John Wash Elementary (JWE) believes that sharing success is vital to continued improvement, motivation, reflection, and growth. JWE continually refines instructional practices, Professional Learning Communities, and Pyramids of Intervention. This systematic approach has made JWE a hub for sharing. All JWE teachers regularly welcome visitors from within and outside the district.

There have been many opportunities for educators, schools, and districts to visit and observe best practices at JWE. Over 40 educators throughout the area and nation have visited in the first four months of school. JWE participated in a national webinar and onsite visitation from the American Productivity and Quality Center, which highlighted JWE's Professional Learning Communities, schoolwide deployment model for interventions and English Language Development, full inclusion, instructional effectiveness, and data driven practices. The staff and principal explain and demonstrate current practices and strategies with superintendents, principals, and teachers nationwide. In addition to multiple outside visitors, district personnel conduct classroom walk-throughs with the principal on a monthly basis. John Wash Elementary also gives classroom teachers an opportunity to observe each other and discuss patterns in the schoolwide instruction.

The current practice of shared knowledge includes collaboration with four district schools, district conference, faculty meetings, and district elementary principals PLC. JWE collaborates with four similar schools in the district where all teachers and administrators discuss best practices and strategies to meet the needs of students. During the district two-day professional development conference, teachers shared their successes and expertise in employing best practices in literacy and intensive interventions. At each staff meeting, teachers are given the opportunity to share successes and pedagogy. All district principals assemble monthly to learn from one another and to discuss successes and best practices. The existing practice of collaboration and shared knowledge has become embedded in the JWE culture. The acceptances of the Blue Ribbon School award will further support this philosophy.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Clearly defined state content standards provide the basis for curriculum, instruction, academic support, and assessment. JWE provides a comprehensive curriculum while emphasizing reading, writing, and mathematics in all subject areas. Teachers use the current core curriculum and appropriate instructional strategies to meet the needs of students with disabilities, English Learners (EL), at-risk, and gifted and talented students.

All teachers at John Wash Elementary (JWE) have been trained in Explicit Direction Instruction (EDI), which provides specific lesson design and delivery strategies to more effectively teach standards to all students. EDI lesson design components provide a comprehensive process for planning instruction, monitoring student learning, and improving academic achievement. These components include the learning objective, activating prior knowledge, importance, guided practice, skill development, closure, and independent practice. Each element strategically scaffolds the lesson to ensure learning for all student ability levels. To support the lesson design, teachers employ delivery strategies such as think-pair-share, graphic organizers, and check for understanding (CFU). CFU provides immediate feedback of student learning to guide the teachers instruction. Teachers use this information to either reteach whole class or address students' needs in small group instruction while other students work on independent practice. EDI has provided JWE teachers a common language, which further enhances grade level discussion of curriculum and discussion of instructional strategies.

The JWE core English Language Arts (ELA) program is presented through the Houghton Mifflin (HM) series. Teachers have been trained to use the core curriculum's Universal Access Handbooks to meet the needs of ELs, at risk, and GATE students. Daily instruction encompasses practice in oral language and reading. Step Up to Writing is used to supplement the HM writing portion of the text. Additionally, teachers have been trained in Focused Approach for HM program. This is a structured process to frontload vocabulary and to learn the prerequisite skills to ensure access to HM for ELs.

EL students receive English Language Development (ELD) through Avenues, English Now, and Language Assessment System Links (LAS). This ELD support is provided daily according to their assessed language level. Further EL support is provided during ELA lessons through the HM ELD instructional strategies and Specifically Designed Academic Instruction in English (SDAIE) strategies.

The JWE math curriculum prepares all students to become proficient in grade-level standards. The HM series builds computational and procedural skills, problem solving, and conceptual understanding in the five strands of math. JWE has a comprehensive district math facts program to further support standards proficiency. Sanger Unified adopted the Scott Foresman standards aligned social studies curriculum for K-6. Students are exposed to a variety of themes and access electronic textbooks for remediation/extension activities using computers in the classroom and at home. Additionally, the HM science program was adopted as the district program and focuses on the scientific method to test hypotheses through experiential learning. Classrooms take part annually in the District Science Fair with many sixth graders advancing each year to compete in the California State Science Fair.

JWE employs a credentialed kinesiology teacher who integrates grade-level ELA and Math concepts into grade level appropriate Physical Education standards. Kinesiology instructors track students' progress starting in first grade. Visual and performing arts are also integrated into the core curriculum to support specific concepts. A credentialed music teacher utilizes the state music standards with fifth and sixth graders. These students participate in beginning or advanced band and perform at the Winter Program and at the district-wide Band Festival.

## **2a. (Elementary Schools) Reading:**

The Houghton Mifflin (HM) Reading program, which was adopted by Sanger Unified School District, is a standards and research-based integrated reading program. HM provides standards-based, direct instruction in reading, linking reading with writing, listening, and speaking. The HM basal reader approach offers a strong literature, language, and comprehensive literature experience. In addition to the HM English Language Arts program, John Wash Elementary (JWE) provides skills-based instruction, literature through guided reading, shared and independent reading, literature circles, modeled writing, and shared and independent writing. The JWE reading program integrates the structure of the HM reading program with focused instruction, specifically the big five reading skills: 1) alphabetic principles 2) phonemic awareness 3) fluency 4) vocabulary and 5) comprehension.

It is critical that every child have an equal opportunity to become an accomplished reader. Every student is evaluated regularly throughout the year to monitor progress. Students below grade level in reading receive daily interventions and are identified using Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Reading and Oral Language Assessments (ROLA), or STAR Accelerated Reader. These research-based assessments determine the specific reading needs of individual students. Based on individual literacy needs, students receive instruction in research-based programs such as Read Naturally for fluency, Read Well for phonemic awareness, Peer-Assisted Learning Strategies (PALS) for comprehension, and Rode to the Code for phonics.

In addition to the structured reading intervention program, JWE emphasizes reading using Accelerated Reader (AR). AR is a school-wide systematic program used at all grade levels to help improve reading fluency. Students are initially assessed to determine their comprehension level or Zone of Proximal Development (ZPD). Students check out books from the library within their ZPD (independent reading level) and their progress is monitored by the librarian and classroom teacher. A school-wide incentive program increases motivation for all students to read. If asked, "What is the most important thing you do in school?" any JWE student will answer, "READ!"

## **3. Additional Curriculum Area:**

Within each classroom, students receive a state-approved standards-based math program. Grade-level schedules exceed state required hours for math (1 hour). In addition to the Houghton Mifflin (HM) math program, JWE utilizes manipulatives, enrichment activities, and a comprehensive math facts program to ensure mastery of standards.

The effectiveness of the JWE math program is evaluated annually based on state and district performance assessments. In 2007-08, results indicated that 80.4 percent of JWE students were proficient/advanced in math, and 50 percent of students were advanced. In addition, no student was Far Below Basic or Below Basic on the California Standards Test that same year.

Automaticity of math facts allows students to solve complex, multi-step problems with efficiency. JWE provides opportunities for students to learn and practice their facts on a daily basis. Clear goals and expectations have been established by grade-level and communicated to students and parents. Consistent practice builds fluency and is the foundation of future success.

Using district performance assessments and grade-level formative assessments, teachers have disaggregated math standards to create SMART goals. This on-going activity ensures that math lessons are aligned to standards and that students master specific math skills. Students not proficient or advanced on standards-based assessments meet with the teacher in small groups for targeted intervention. A student from each classroom is recognized monthly as the Mathematician of the Month.

JWE fifth and sixth grade teachers are involved with the Central Valley Math Project (CVMP). CVMP is a California Math and Science Partnership with the overall goal of producing gains in student achievement by increasing teacher content knowledge in mathematics. Teachers attend 80 hours of intensive instruction including 60 hours of math content instruction and 20 hours of lesson study, and share their experiences at future conferences.

#### **4. Instructional Methods:**

The John Wash Elementary (JWE) staff believes that differentiation occurs through specific instructional methods and reviewing data in Professional Learning Communities (PLC). In the classroom, teachers intervene daily using best instructional practices such as Explicit Direct Instruction (EDI) and Specially Designed Academic Instruction in English (SDAIE). Daily schedules are customized to provide specific instruction for low performing, at-risk and EL students during the regular school day. Small group instruction, frontloading, pre-teaching, peer support, and cooperative learning strategies are used to provide access to the core for ELs and low performing students. Students with disabilities and special needs are provided accommodations to improve their access to the content standards.

During the daily JWE “Read to Succeed” time, students are deployed to various classrooms according to their academic needs. This includes all students who are GATE, EL, at-risk, on-grade level, and students with disabilities. Students who have been assessed and identified as needing additional interventions are placed in research based reading programs to increase fluency and comprehension; “Read Naturally,” “Read Well,” “Rode to the Code,” and “Building Comprehension Skills” are programs utilized. Students are monitored every two-weeks to follow their progress, to monitor learning, and to make instructional changes if necessary.

PLCs meet weekly to discuss individual student learning, instructional strategies, and student progress towards standards. SMART Goals provide teachers with a goal for student proficiency on standards based formative and summative assessments. Once students are identified as not meeting proficiency on a particular standard, a plan is put into place that includes reteaching and flexible grouping.

Student Growth and Curriculum Conferences provide the avenue for teachers to disaggregate and analyze assessment data to determine if all school-wide student subgroups are progressing. This data is used to target individual students within subgroups to move them to proficiency.

#### **5. Professional Development:**

John Wash Elementary (JWE) incorporates a systemic professional development plan based on student performance. JWE believes student performance increases as the teachers and administration grow and learn together. As the instructional leader of the school, the principal is an active participant in all teacher training sessions. All professional development is based on data results from the California Standards Test, district summative assessments, and common grade level assessments. To effectively meet the needs of all students, a wealth of professional development opportunities are available district-wide, school-wide, and individually. For example, after analyzing the district summative performance assessment, data indicated English Learners (EL) students were performing below grade-level. Teachers were then trained in Focused Approach, which is a process of frontloading vocabulary and prerequisite skills for EL students using the Houghton Mifflin textbook. The instructional strategies gleaned from training ensured EL students were sufficiently prepared and able to access the core standards. Subsequent assessments showed an increase in EL proficiency and understanding.

JWE recognizes the need for systematic, quality, and targeted professional development. Teachers attend a two-day district-wide professional development conference, which provides an opportunity to focus on individual and Professional Learning Community (PLC) needs. Conference break out sessions correspond to school goals and focus on all students achieving grade-level standards. The 2008-2009 JWE professional development goals focus on 1) improving instructional effectiveness through PLC and EDI strategies 2) increasing EL competence

scores using Explicit Direct Instruction (EDI) strategies and Specially Designed Academic Instruction in English (SDAIE) strategies, and 3) to move basic students to proficient as measured on the ELA California Standards Test (CST).

The principal and Curriculum Support Provider provide daily assistance to teachers in PLC's, EDI, ELD, and interventions. Grade level professional development occurs weekly during PLC meetings. New teachers are supported through the Beginning Teacher Support and Assessment (BTSA) program, which matches them with highly trained mentors. This teacher induction program provides time for coaching, observation, and formative assessments aligned to content standards. Professional development is the catalyst for student achievement at JWE.

## **6. School Leadership:**

The leadership structure at JWE is a multi-layered system. The system includes the School Leadership Team, grade-level Professional Learning Communities (PLC), School Site Council, and the English Learner Advisory Committee (ELAC). Leadership structures are in place to allow for the systematic development of a school vision and school goals. This process involves representatives from all segments of the school community; parents, district staff, school staff, students, and community members. A shared responsibility for student learning has created a sense of urgency and accountability among all stakeholders that all students learn and perform at high levels. The SSC consists of ten elected members of the school community who oversee services provided for English Learners (EL), intervention programs, and all supplemental programs funded through Federal and State Categorical Programs. For example, two and half years ago a significant achievement gap in ELA (50%) occurred between ELs and all students. Discussions in PLCs, SSC, and Leadership meetings led to the creation of a school wide deployment to allow regrouping of students for specific instructional interventions. Currently, the achievement gap between ELs and all students is less than 6%.

The school's leadership team has a strong role in implementing rigorous academic standards, motivation, providing academic support, and developing school goals. The Leadership Team represents stakeholders from administration, all grade-levels, office staff, and support staff to provide insight and feedback about academic achievement. The Leadership Team meets once a month to analyze the implementation and effectiveness of school programs. Agendas include discussion of SMART Goals, intervention effectiveness, professional development, and progress towards school goals.

In the last five years, administration has developed shared leadership by restructuring the school environment. Traditional faculty meetings now focus on instructional strategies, successes, limit managerial tasks, and allow weekly grade-level collaboration. After a brief faculty meeting, PLCs meet to discuss individual students, instructional strategies, and SMART goals. PLC leaders are trained during leadership meetings and ensure clear communication between all teachers and all programs.

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2 Test: California Standards Test

Edition/Publication Year: Updated Annually

Publisher: Educational Testing Services

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient and Advanced	74	81	75	86	51
Advanced	41	51	36	51	31
Number of students tested	61	37	36	40	35
Percent of total students tested	100	97	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Advanced and Proficient	66	66	63		38
Advanced	32	33	25		23
Number of students tested	41	21	16		13
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
Advanced and Proficient	69	74	64	92	50
Advanced	38	63	29	50	25
Number of students tested	26	19	17	13	12
<b>3. (specify subgroup): Asian</b>					
Advanced and Proficient	70	91			
Advanced	33	55			
Number of students tested	27	11			
<b>4. (specify subgroup): English Learner</b>					
Advanced and Proficient	62				
Advanced	39				
Number of students tested	31				

Notes:

Empty cells indicate fewer than ten students tested in that grade level subgroup.

Subject: Reading

Grade: 2 Test: Reading (ELA)

Edition/Publication Year: Updated Annually Publisher: Educational Testing Services

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient and Advanced	67	43	64	55	26
Advanced	18	24	17	16	9
Number of students tested	61	37	36	40	35
Percent of total students tested	100	97	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient and Advanced	54	29	51		31
Advanced	10	10	13		8
Number of students tested	41	21	16		13
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
Proficient and Advanced	57	42	59	46	8
Advanced	19	26	12	8	0
Number of students tested	26	19	17	13	12
<b>3. (specify subgroup): Asian</b>					
Proficient and Advanced	70	54			
Advanced	11	27			
Number of students tested	27	11			
<b>4. (specify subgroup): English Learner</b>					
Advanced and Proficient	62				
Advanced	10				
Number of students tested	31				

Notes:

Empty cells indicate fewer than ten students tested in that grade level subgroup.



Subject: Mathematics

Grade: 3 Test: California Standards Test

Edition/Publication Year: Updated Annually Publisher: Educational Testing Services

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient and Advanced	70	78	68	79	58
Advanced	50	43	39	47	26
Number of students tested	40	41	38	19	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient and Advanced	67	66	60		
Advanced	41	33	27		
Number of students tested	27	18	15		
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
Proficient and Advanced	58	72	76		
Advanced	42	28	38		
Number of students tested	19	18	13		
<b>3. (specify subgroup): Asian</b>					
Proficient and Advanced	92	81			
Advanced	67	45			
Number of students tested	12	11			
<b>4. (specify subgroup): English Learner</b>					
Proficient and Advanced					
Advanced					
Number of students tested					

Notes:

Empty cells indicate fewer than ten students tested in that grade level subgroup.

Subject: Reading

Grade: 3 Test: California Standards Test

Edition/Publication Year: Updated Annually

Publisher: Educational Testing Services

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient and Advanced	38	43	37	53	42
Advanced	18	8	13	16	16
Number of students tested	40	41	38	19	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient and Advanced	29	33	20		
Advanced	7	11	0		
Number of students tested	27	18	15		
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
Proficient and Advanced	32	39	38		
Advanced	16	0	15		
Number of students tested	19	18	13		
<b>3. (specify subgroup): Asian</b>					
Proficient and Advanced	50	36			
Advanced	17	9			
Number of students tested	12	11			
<b>4. (specify subgroup): English Learner</b>					
Proficient and Advanced					
Advanced					
Number of students tested					

Notes:

Empty cells indicate fewer than ten students tested in that grade level subgroup.

Subject: Mathematics

Grade: 4 Test: California Standards Test

Edition/Publication Year: Updated Annually Publisher: Educational Testing Services

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient and Advanced	93	76	74	73	57
Advanced	70	52	56	45	24
Number of students tested	47	54	34	29	33
Percent of total students tested	96	100	100	97	100
Number of students alternatively assessed	2	0	0	1	0
Percent of students alternatively assessed	4	0	0	3	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient and Advanced	93	61	65		31
Advanced	58	35	45		8
Number of students tested	26	23	20		13
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
Proficient and Advanced	84	84	57	58	41
Advanced	63	46	36	33	12
Number of students tested	19	13	14	12	17
<b>3. (specify subgroup): Asian</b>					
Proficient and Advanced	100	58			
Advanced	71	37			
Number of students tested	17	19			
<b>4. (specify subgroup): English Learner</b>					
Proficient and Advanced	88	40			
Advanced	50	33			
Number of students tested	16	15			

Notes:

Empty cells indicate fewer than ten students tested in that grade level subgroup.

Subject: Reading

Grade: 4 Test: California Standards Test

Edition/Publication Year: Updated Annually

Publisher: Educational Testing Services

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient and Advanced	79	56	56	59	42
Advanced	46	30	32	28	9
Number of students tested	46	54	34	29	33
Percent of total students tested	94	100	100	97	100
Number of students alternatively assessed	3	0	0	1	0
Percent of students alternatively assessed	6	0	0	3	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient and Advanced	66	35	40		31
Advanced	35	13	20		8
Number of students tested	26	23	20		13
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
Proficient and Advanced	67	69	36	50	24
Advanced	50	15	7	25	6
Number of students tested	18	13	14	12	17
<b>3. (specify subgroup): Asian</b>					
Proficient and Advanced	82	21			
Advanced	35	16			
Number of students tested	17	19			
<b>4. (specify subgroup): English Learner</b>					
Proficient and Advanced	63	7			
Advanced	19	7			
Number of students tested	16	15			

Notes:

Empty cells indicate fewer than ten students tested in that grade level subgroup.

Subject: Mathematics

Grade: 5 Test: California Standards Test

Edition/Publication Year: Updated Annually Publisher: Educational Testing Services

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient and Advanced	72	75	91	88	63
Advanced	39	44	63	55	21
Number of students tested	33	32	32	33	33
Percent of total students tested	97	100	94	100	100
Number of students alternatively assessed	1	0	2	0	0
Percent of students alternatively assessed	3	0	6	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient and Advanced	63	64		75	33
Advanced	36	29		33	0
Number of students tested	11	17		12	12
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
Proficient and Advanced			91	82	15
Advanced			64	44	0
Number of students tested			11	16	13
<b>3. (specify subgroup): Asian</b>					
Proficient and Advanced	45	69			
Advanced	27	46			
Number of students tested	11	13			
<b>4. (specify subgroup): English Learner</b>					
Proficient and Advanced					
Advanced					
Number of students tested					

Notes:

Empty cells indicate fewer than ten students tested in that grade level subgroup.

Subject: Reading

Grade: 5 Test: California Standards Test

Edition/Publication Year: Updated Annually

Publisher: Educational Testing Services

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient and Advanced	54	65	68	54	36
Advanced	30	31	34	15	15
Number of students tested	33	32	32	33	33
Percent of total students tested	97	100	94	100	100
Number of students alternatively assessed	1	0	2	0	0
Percent of students alternatively assessed	3	0	6	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient and Advanced	45	53		33	16
Advanced	27	18		0	8
Number of students tested	11	17		12	12
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
Proficient and Advanced			54	31	15
Advanced			18	6	8
Number of students tested			11	16	13
<b>3. (specify subgroup): Asian</b>					
Proficient and Advanced	36	62			
Advanced	27	31			
Number of students tested	11	13			
<b>4. (specify subgroup): English Learner</b>					
Proficient and Advanced					
Advanced					
Number of students tested					

Notes:

Empty cells indicate fewer than ten students tested in that grade level subgroup.

Subject: Mathematics

Grade: 6 Test: California Standards Test

Edition/Publication Year: Updated Annually Publisher: Educational Testing Services

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient and Advanced	87	81	76	69	53
Advanced	49	39	32	45	21
Number of students tested	45	33	34	33	34
Percent of total students tested	100	97	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient and Advanced	87		59		29
Advanced	39		18		0
Number of students tested	31		17		14
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
Proficient and Advanced	83	69	69	46	44
Advanced	58	31	19	23	13
Number of students tested	12	13	16	13	16
<b>3. (specify subgroup): Asian</b>					
Proficient and Advanced	87				
Advanced	30				
Number of students tested	23				
<b>4. (specify subgroup): English Learner</b>					
Proficient and Advanced	78				
Advanced	7				
Number of students tested	14				

Notes:

Empty cells indicate fewer than ten students tested in that grade level subgroup.

Subject: Reading

Grade: 6 Test: California Standards Test

Edition/Publication Year: Updated Annually

Publisher: Educational Testing Services

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient and Advanced	82	75	65	57	41
Advanced	58	33	21	21	9
Number of students tested	45	33	34	33	34
Percent of total students tested	100	97	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient and Advanced	74		36		36
Advanced	48		12		0
Number of students tested	31		17		14
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
Proficient and Advanced	100	69	50	46	38
Advanced	50	15	6	0	6
Number of students tested	12	13	16	13	16
<b>3. (specify subgroup): Asian</b>					
Proficient and Advanced	70				
Advanced	48				
Number of students tested	23				
<b>4. (specify subgroup): English Learner</b>					
Proficient and Advanced	50				
Advanced	21				
Number of students tested	14				

Notes:

Empty cells indicate fewer than ten students tested in that grade level subgroup.